DOCUMENT RESUME

ED 382 609 SP 035 972

AUTHOR Rubino, Nancy; And Others
TITLE Alternative Teacher Certification: An Avenue for Quality and Diversity in Public Education.
PUB DATE [94]
NOTE 35p.
PUB TYPE Information Analyses (070)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Alternative Teacher Certification; Educational History; Educational Research; Educational Trends; Elementary Secondary Education; Higher Education; Literature Reviews; Policy Formation; Program Descriptions; *Program Design; *Public Education; Public Policy; *Statewide Planning
IDENTIFIERS Association of Teacher Educators; *Delaware; *Diversity (Faculty)

ABSTRACT

This paper examines alternative teacher certification, its history, research and implications, recommendations and rationale, and specific recommendations for Delaware public education policy. Chapter 1 reviews the history of alternative certification beginning in the early 1980s when regional shortages of math and science teachers drove the Southern Regional Education Board to examine how teachers were being prepared through the Bush Administration's education reform movement, various state programs, national education associations' support, and other trends. Chapter 2 reviews the research on alternative certification and notes that though the trend appears to be toward increasing numbers and types of alternative programs, the data on alternative certification is still insufficient or inconclusive. Chapter 3 offers general recommendations and rationale for establishing an alternative certification process and summarizes Association of Teacher Educators proposed minimum guidelines for such programs. Chapter 4 describes in detail a proposed Alternative Certification of Educators in Delaware (ACED) program, a state-wide program supervised by the Department of Public Instruction, and a cooperative endeavor among that department, each school district, institutions of higher education, and the state teachers' association. Chapter 5 looks at the implications of alternative certification for organizational and human resources development. Contains 28 references. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 382 609

Alternative Teacher Certification:

An Avenue for Quality and Diversity

in Public Education

Nancy Rubino, Mary Lou Soltys, Gene Wright, Renee Young

Wilmington College

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

N. Rubino

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Running Head: ALTERNATIVE CERTIFICATION

SB035972

BEST COPY AVAILABLE

Alternative Teacher Certification: An Avenue for Quality and Diversity In Public Education

What kinds of hoops would Albert Einstein have to jump through today in order to teach science in an American classroom? Are there too many hoops or not enough hoops? This is a debate that is currently raging throughout the states. A search for an alternate route to certify teachers has incited heated philosophical discussions centered around educational quality. Those who support traditional teacher certification insist the improvement in the quality in education depends on both professional knowledge and subject matter competency grounded in a firm foundation of institutionalized pedagogical training (Otuya, 1993). On the other hand, those who support alternative certification insist that educational quality can be improved by inviting talented people with subject matter competency into the field of education.

Definitions

Traditional certification: Completion of a four year college program in education to include student teaching and demonstration of basic skill competencies rated through performance on written examinations as mandated by the individual state.

Alternative certification: Any significant departure from the traditional undergraduate education major. It may include holding at least a bachelors degree in the subject to be taught, a passing score on a certification test, or any variety of pedagogical workshops as

established by school districts or state certifying agencies or taking prescribed courses as mandated by a state board.

Chapter 1: History

In the early 1980's only a handful of states had programs for certifying persons to teach who had not completed a traditional course of study. At that time states were issuing emergency credentials to meet critical teacher shortages and were expected to complete a regular course of study to be fully certified. In 1980, driven by regional shortages of math and science teachers, 15 states of the Southern Regional Education Board (SREB) examined how teachers were being prepared, considered shortages in specific areas, and made recommendations for changes in teacher education. This regional review spearheaded Virginia's 1982 adoption of an alternative certification program, followed by the other 12 SREB states (Cornett, 1992).

Other states established alternative certification programs in response to problems recruiting teachers for urban and rural areas and teachers with specific skills in special and bi-lingual education. The major impetus for alternative certification in the early 1980s was to reduce temporary or emergency of teachers. It was argued that when regularly certified teachers could not be found, it would be better to have formal programs for recruiting, preparing, and mentoring rather than to resort to emergency certification procedures to fill teacher vacancy (Hawley, 1990).

During the mid 1980s, the public voiced national concern regarding competency and quality of teachers and teacher education programs. A philosophical justification for alternative certification has been that traditional teacher preparation is sometimes viewed as irrelevant and lacking purpose (Oliver & McKibbin, 1993). In

response to the public decline in confidence for the competence and quality of teachers and teacher education programs, President George Bush made educational reform a central element of his strategy to improve educational quality and status in America. President Bush, through his America 2000 program, identified six national goals for education. He supported through federal aid, private non-profit organizations which aimed to identify and certify the nation's ablest teachers (Parker, 1992).

President Bush also supported a bill to fund national replication of the New Jersey model for alternative teacher certification (Smith, 1991). The New Jersey Provisional Teacher Program is probably the most well known model of an alternative certification program. A person with a bachelor's degree in the subject matter to be taught, a passing score on the subject area exam of The National Teachers Exam, and a job offer from an approved district participating in the program may apply for a Provisional Teaching Certificate. It is important to note that New Jersey limits undergraduate education course credits to 30 (Attinasi, 1992). Prior to entering the classroom as a teacher, the candidate must first take an intensive, 80 hour training session. Then, during the first year of teaching, he/she must complete another 120 hours of instruction. The total 200 hours of training are completed at a training center affiliated with the program. The candidate is then assigned a support team, consisting of a mentor and the principal. At the conclusion of the first year of teaching, the principal recommends whether the candidate should become fully certified (Buechler, 1992).

The Alternative Certification Program (ACP) in Texas is very similar to the New Jersey program. The candidate must hold a bachelor's degree with at least a GPA of 2.5, must pass all sections (math, reading, and writing) of the state mandated basic skills test, and must have the required credit hours in the field where certification is sought. The candidates are responsible for completing any additional coursework needed to complete certification and for finding employment (Franke, 1991). In addition, each candidate must pay for the release time of a mentor (Dill & Stafford, 1992). This program has proved successful; in 1992, there were nearly 2000 interns placed in Texas schools (1992).

In California, the Hughes-Hart Education Reform Act included the establishment of the Teacher Trainee Certification Program. It is designed for placing teachers in grades 6-12. This program is part of a movement among several states to move teacher training away from institutions of higher learning and into the auspices of individual districts. Candidates must have a baccalaureate degree in the subject matter to be taught, pass a state mandated basic skills test and a state approved subject matter test in the area(s) the candidate is to teach. The school must, however, first verify that fully certified teachers are unavailable. The school then designs a professional development plan to include a list of courses to be taken, including student teaching, only if decided necessary. Lastly, a mentor is appointed to each candidate. The Commission on Teacher Credentialing has provided a list of areas for concentrated study to be used as a guide when developing the professional development plan of the candidate: "(a) knowledge of pre-adolescent and

adolescent development, (b) knowledge of the framework of the secondary school curriculum, (c) knowledge and practice of diagnostic and remedial instructional strategies, (d) knowledge and practice of instructional planning, (e) knowledge and practice in the use of media and curriculum material, (f) knowledge of achievement motivation, (g) knowledge and practice of classroom management, (h) knowledge of student - teacher relationships, and (i) knowledge of school organization and administration"(National Education Association, 1990).

Despite objections from traditional teacher programs, alternative teacher certification grew dramatically in all but two states, Alaska and North Dakota. Two states, Alabama and Wisconsin, advocate a fifth year master's degree (James & McNiece, 1991). Alternative certification in those states operate under divergent standards, as is generally found nationwide since programs are designed to meet different needs within the state.

The states of New York, Idaho, Illinois, Louisiana, Maine, Mississippi, Nebraska, Ohio, Pennsylvania and South Dakota have programs awarding a temporary license that can only be renewed with evidence of continued enrollment in teacher education. During the time of temporary licensure, alternative teachers have an 80% teaching load and mentors. California, Maine, Arizona, and Tennessee have school based alternative placement programs that can be operated by state boards of education, local education agencies or higher education institutions. California, New Jersey and Texas along with nine other states sanction school based teacher preparation. Oklahoma is currently on its third certification plan since the plan

changes with each new legislative session. Beginning in 1986, Delaware instituted a course count alternative route to certification where the candidates transcripts are examined relative to the specific course requirements for each area of teaching as determined by the state board of education. This is not a true alternative route since the same courses and student teaching are required as in college teacher preparation programs (James & McNiece, 1991).

In 1989, both the American Association of Colleges for Teacher Education and the Association of Teacher Educators supported alternative certification and issued policy statements on this subject (James & McNiece, 1991). The National Education Association in May 1989, established a committee to study the issue of non-traditional routes for teacher certification. The outcome of this committee was the issuance of specific guidelines and policies for alternative certification programs: (1) the program should be designed by all stakeholders, (2) the candidate should hold a bachelor's degree in the subject to be taught, (3) the candidate, before entering the classroom, must receive substantial training in pedagogy, (4) the candidate must be supervised by a trained mentor (National Education Association, 1990).

"Teach for America" is another alternative route to teacher certification founded in 1989 by Wendy Kipp, a 24 year old Princeton University graduate. Recent non-education college graduates can enroll in the "Teach for America" eight week intensive summer institute. This two year commitment includes six weeks of lecture and student teaching, plus two weeks of orientation with their assigned mentors at the schools where they will teach (Parker,

1992). In 1990, the Holmes Group established sites in schools where university professor's work with school administrators and teachers to develop curriculum, initiate research, mentor new teacher, and provide continuing education for experienced teachers (Parker, 1992).

John Goodlad, in 1991, created a school-university partnership to reform teacher education. This program moves education towards three goals: improving practice, broadening the knowledge base, and professionalizing teaching (Wise, 1991; Parker, 1992). The "Troops to Teacher" program, which was created to ease displacement of military personnel due to reductions in force levels, was established by Congress in 1992. This program involves two aspects: a stipend to former military personnel to obtain certification and grants to school districts to employ them. (Taylor, 1994).

While the number of states implementing alternative certification routes is increasing, there is also an apparent inconsistency in the programs. Two factors explain this disparity: the rapid increase in states recognizing alternative certification as an answer to teacher shortages, and the variance in definition of terms (James & McNiece, 1991). As a consequence of so many certification varieties, reciprocity for licensure between the states has steadily eroded. The resulting barriers to teacher mobility worsen supply and demand imbalances nationwide (Darling-Hammond, 1990). This in turn fosters the demand for alternative certification programs.

Chapter 2: Research on Current Status and Implications

When considering alternative certification programs, one must ask two questions: (1) Are programs indeed attracting people who would not initially choose a teaching career, and (2) Are these alternative certification teachers effective in the classroom? In Texas, alternative certification (AC) is the primary avenue for attracting minority professionals to teaching. Also, a study of 1988-1989 Texas AC candidates showed that 3/4 made a "conscious decision" to change careers, and only 4% were unemployed at the time (Cornett, 1993, p.70). 52% of these alternative trainees were minorities (Sindelar & Marks, 1993). By contrast, in California and New Jersey, only 16-20% were minorities (Sindelar & Marks, 1993).

The Ravel study in 1987 took a look at AC programs for science and math teachers, in 10 states, and found them to be "most successful in attracting mid-career changers and new BA's" (p. 71). Retirees and homemakers made up only a small part of the pool. The pool's candidates were mainly older, of a minority, and male (1993). Judith Shulman (1989) also has reported that more males and minorities are now teaching in urban classrooms as a direct result of alternative certification programs. They are providing needed role models for young minority students and for young males without father figures at home. Hawley (1990) found that more males, persons over 25, minorities, and those with majors in math, science and foreign language have been attracted to education because of alternative certification programs.

The Teacher Education and Learning to Teach (TELT) study conducted by the National Center for Research examines what teachers actually learn from different teacher education programs including alternate certification routes. The study included 700 teachers and teacher candidates. One very important part of the study involved contrasting teachers who majored in a particular subject matter with those who did not, and the findings strongly indicated that majors are not better able to explain fundamental concepts to students. The explanation for this surprising finding is that the content of college courses is different from the content of courses in K - 12 and that professors of college-level subject matter courses provide students with a large amount of facts with little explanation given to the fundamentals and don't provide students with opportunities to see the connections between much of the information (Kennedy, 1991). The implication of this finding is important when reviewing alternative certification programs since advocates often suggest that those successful in a particular field outside of education or those majoring in particular subject matters, such as math or science, can be at an advantage in the classroom, over the education major, because of their expertise.

Some alternative certification programs, in lieu of student teaching, assign mentors to new teacher candidates. The TELT study data suggests, however, that although mentors are helpful during the first year in helping new teachers adjust emotionally to the rigors of teaching, mentoring does not always result in better teachers. As a matter of fact, many of the novice teachers in the study became very traditional teachers. An explanation for this is that new teachers

often want to teach as they were taught. Also, mentors are not always those teaching the most challenging courses or the most innovative, and they may be unable to teach teachers (Kennedy, 1991)! Obviously then, mentoring programs aren't satisfactory replacements for students teaching experiences unless the mentoring program is carefully designed recognizing the potential weaknesses of such a program.

In "Teaching and Knowledge: Policy Issues Posed by Alternative Certification for Teachers" (1993), author Linda Darling-Hammond cites five studies which conclude that fully prepared and certified teachers are more successful with students than teachers who aren't fully prepared. The results of more that 65 studies were the basis for a review of research on science education . This review found a consistent correlation with teacher preparedness and students' success. When students' ability to use higher level thinking skills is measured, this correlation is again apparent. Erekson and Barr's findings also showed that teachers with substandard certification were not as effective as prepared teachers. Three studies indicate that when teachers are properly prepared, problems normally encountered by first year teachers are lessened (1993).

Quick entry alternate route teachers have difficulty with: curriculum development, pedagogical content knowledge, attending to varying learning styles and levels, classroom management, and student motivation. Other studies have found lesser prepared teachers are less sensitive to student needs, less able to redirect instruction to clarify confusing points, and less skilled in implementing methodology. They are often quick to blame the

students for not understanding; they refuse to acknowledge that lack of understanding may be due to their method of delivery. Often they fail to even understand that its their job to anticipate potential problems and plan accordingly (Darling, 1993).

However, findings from 19 studies reviewed by Sindelar and Marks found that alternative route teachers scored higher than or equal to traditional teachers on competencey tests and tests of pedagogy. And yet, those same teachers had the most difficulty dealing with classroom management (1993).

Texas claims that, as measured by the state's teacher appraisal program, ability in the classroom of alternative teachers is similar to that of traditional teacher trainees (Cornett, 1993; Otuya,1991). However, other studies conducted in Texas suggest that teachers, particularly elementary teachers, entering the profession through alternative routes, may be inadequately prepared to do well because they lack the methods training on how to convey subject content and concepts especially in mathematics (McDiarmid & Wilson, 1993). Much of the discrepancy in the outcomes of the above studies can be attributed to the fact that there is no standard description of alternative certification programs. Some programs are doomed to fail due to states haphazardlly filling vacancies. Others will succeed due to careful planning.

The effectiveness of alternative certification must ultimately be determined by evaluating existing programs to discover if they actually improve the teaching staffs. Several such evaluations and studies have been conducted (Buechler, Mark & Fulford, 1992). The trend appears to be toward increasing numbers and types of

alternative programs. Unfortunately similar policy reforms in education have historically been shaped by preferred values of policy makers rather than by evidence supported by available research (Fenstermacher, 1992). According to research reviewed by Hawley (1990) and Otuya (1991), the data on alternative certification is insufficient or inconclusive in regard to the type of people drawn to teaching and their effectiveness in the classroom. These writers would have to agree after reviewing 40 articles on alternative certification that the evidence is often misleading, contradictory, and inconclusive. So it becomes apparent that quick entry programs are unfair to new teachers and students. An alternate certification program must be designed with close scrutiny of existing programs and teacher effectiveness research at its core if the teaching profession is to remain respected!

Chapter 3: General Recommendations and Rationale

Developing an alternative certification program that will attract today's Einsteins is a complex task. In 1986 then Secretary of Education William Bennet asked legislators to drop requirements that teachers complete professional programs to earn teaching certification. He remarked that "mindless paper credentials" were a flaw in education and that qualifying teachers need only really demonstrate their subject matter knowledge, good character, and ability to communicate with young people (Grossman, 1989). The implication here was that teacher education had little to offer prospective teachers who were well prepared in their subject material and who were inclined to teach. Naturally, universities and professional teacher organizations have taken issue with this theory, and many have gathered statistics to support the need for pedagogical training in addition to knowledge of specific subject matter.

One particularly interesting study performed at the University of Seattle in 1989 demonstrated that while subject knowledge, good character, and the inclination to teach are important characteristics, they do not necessarily lead to a theoretical understanding of how students learn a certain subject (Grossman, 1989). It was found that teacher education coursework could indeed help prospective teachers acquire knowledge about what students are likely to find difficult or even misunderstand about given topics. For example, a case study involving two alternative certification candidates in secondary English Literature included Jake, an "Einstein", who believed that his love and talent for English literature qualified him for becoming an

effective teacher. Jake's major frustrations arose, however, when his students could not grasp the material. He would present Shakespearean works, for instance, without consideration of how the material related to his students. When the students failed to positively and enthusiastically respond to instruction, he attributed the problem to student laziness and lack of motivation instead of to his methods of instruction. Jake's expectations of students and their involvement with the subject, suggest a difficulty of making the transition from college English major to high school English teacher. Without help in experiencing realistic expectations for ninth grade capabilities, Jake blamed his students instead of perhaps rethinking his assumptions about teacher responsibilities to reach a wide ability range of students. As a result, Jake's interaction with the students became condescending and he left teaching after one year.

Kate, another very bright English major involved in theater, switched careers to become an English teacher. In teaching she found a mission that could relate to her theater experience. The mission was to bring out the best in people and have people learn to think. Because her vision was much different than Jake's, she reached beyond the subject matter and encouraged students to relate the literature they were studying to their own lives. According to Kate, her students were highly motivated and involved. Having had no formal education courses Kate, like Jake, was forced to rely on her own experiences as a student to develop teaching methods. Kate differed, however, in her flexibility to adjust methods, when her students seemed to misunderstand.

In relying on personal experiences, "Einstein" type-teachers like Jake and Kate take their own opinions to be representative of how high school students should think, act and learn. Very bright themselves, they can easily lose sight of the fact that their experiences may not be typical. Learning that students find certain topics or readings difficult is not the same as learning what to do about it. Jake, for example, had trouble translating what he knew into what the students wanted or needed to know. This is a pedagogical skill normally taught in a college education program. Jake wanted to do a good job, but the resources and mentors to help him improve his teaching did not exist for him; he was left to learn on his own.

Fortunately for Kate and her students, she had good instincts and flexibility to develop teaching methods. However, she like Jake discovered that being unprepared can be frustrating and unfair to both students and teacher candidates. Although she has remained a teacher, she admits to feeling inadequate and unprepared her first year. In Jake's case, the teaching profession lost a potentially excellent teacher due to a poorly structured alternative certification program and no mentoring. Pedagogical methods courses would have taught these emerging teachers how to plan ahead and how to better relate to the students' educational needs (Grossman, 1989).

Other research funded by Rand and by the U.S. Department of Education (Cornett, 1990) has examined case studies involving perceptions of alternative certification program graduates. Candidates in a West Virginia accelerated field based alternative

certification model made the following recommendations for designing a more practical and effective curriculum:

1. Professional training as part of a cohort is necessary.
2. Condensing program time is not a problem.
3. Add more specific training in classroom management.
4. Conduct weekly meetings of cohort.
5. Provide "refresher courses" in content areas.

A similar evaluation of the alternative certification program in Texas, through surveys to interns, mentors and principals, indicated the following:

1. Basic skills tests should be passed.
2. Mentor teachers are absolutely necessary.
3. Mentors must have good content knowledge, communication skills and classroom management.
4. 83% of the administrators had positive attitudes toward alternative programs.

Similar studies conducted in Florida, South Carolina, and Connecticut were also very positive in evaluation of alternative teacher certification programs. All evaluations seemed to indicate a crucial component of either cohort group or mentor in the school, or both (Cornett, 1990).

Although all states seem to indicate a need for alternative certification programs, no national certification standards or programs exist. Concerned that alternative programs might jeopardize the quality of teacher preparation and effectiveness, the Association of Teacher Educators (ATE) proposed minimum national guidelines in 1990 (ATE, 1990). These guidelines are rather

extensive, and are summarized below. The alternatively certified teacher should:

1. Hold a bachelor's degree with a major in the intended teaching field.
2. Have an undergraduate grade point average of at least "B".
3. Submit an essay demonstrating a command of English and explaining desire to become a teacher.
4. Pass the State Competency Exam in basic skills.
5. Pass competency tests in specific subject area.
6. Complete a personal interview to demonstrate understanding of young students and adolescents. The interview should include highly qualified teachers.
7. Previous employment should have involved working with children or adolescents.
8. Whenever possible, alternative candidates should be paid for supervised internships.
9. Experienced teachers should serve and be paid as mentors. Additionally, mentors should receive adequate preparation in advising, supporting and coaching new teachers.
10. Alternative certification candidates should not be required to take more than one three-credit course during the first year of teaching.
11. During the first semester of their first year, alternative teacher candidates should be assigned less than a full teaching load.
12. Alternative certification programs should be evaluated, and evaluations should be part of public record.

13. School districts using alternative certification programs should have an advisory or policy board to oversee the . program.

These recommendations remove roadblocks presented by traditional teacher certification programs and better define routes for alternatively certified teacher candidates. If followed nation-wide they would hopefully entice Einstein-types and all other interested candidates. Further, they would alleviate problems associated commonly with relocating teachers.

Chapter 4: Recommendations Specific to Delaware

Nationally the concept of alternative certification sustains two vulnerabilities. First, there are various unclear definitions, and second there are diverse methods of program implementation (Fenstermacher, 1990). Delaware must address these liabilities by accepting one definition for alternative certification and by formulating a state-wide, if not nation-wide alternative certification program.

Based on the research data presented in the previous chapters, the following recommendations are being set forth for the Alternative Certification of Educators in Delaware (ACED). ACED will be a state-wide program supervised by the State of Delaware Department of Public Instruction (DPI). It will, however, be a cooperative endeavor among DPI, each school district, institutions of higher education, and the state teachers' association.

This cooperative approach will afford input from those parties realizing the greatest impact from the implementation of such a program. Since each one of these parties will be influential in regards to specific critical factors of alternative certification, it is crucial to involve them at all levels of program development. Such a cooperative approach fosters professional, open, honest discussion most likely bringing support from the constituent parties (Herman & Herman, 1991).

DPI will create the position of Coordinator of Alternative Certification. This position will be filled by an innovative, doctoral prepared individual with teaching experience and leadership skills. One responsibility of this individual will be first to establish an

alternative certification advisory board. This advisory board, consisting of a representative from each of the previously mentioned cooperating groups, will define alternative teacher certification, establish a mission as well as goals, and monitor the standards for the state's alternative certification program. Additional responsibilities of the DPI officer will be to develop an annual operational budget, establish contracts with institutions of higher education to offer the curriculum, and assist district superintendents in needs assessment. The DPI officer will also have the ultimate responsibility of interfacing ACED with "New Directions for Education in Delaware", a standards-based approach to educational reform (State Board of Education, 1992, p.1).

Alternative Certification for Educators in Delaware (ACED) will consist of four phases: recruitment, induction, mentoring/development, and certification. This process will take one full calendar year. ACED will include both didactic and experiential teaching preparation specifically designed for individuals with college and employment experiences.

During the recruitment phase, each superintendent will be responsible for conducting a school district needs assessment. Superintendents will identify through this needs assessment the grade level and subject areas where critical needs exist. The need for specific minority or gender teachers as well as projected needs based on population changes or teacher retirement will be considered in the district wide assessment process. Once the superintendents have identified gaps, each may advertise and recruit candidates. According to Herman and Herman (1990), the

advantages of involving the districts in candidate recruitment can be: increased accountability, increased motivation and participation in the program, and increased efforts to produce a high quality outcome. The involvement of districts at the candidate recruitment level will give the district a sense of commitment and ownership. The candidates will have a sense of belonging and an opportunity to begin the induction with the specific district.

Each superintendent will apply state-wide recruitment criteria when selecting candidates. Criteria for entering ACED will include:

1. Bachelors of arts or science degree with an overall grade point average of 3.0
2. Criminal background check
3. Basic skills test
4. Subject competency examination
5. Minimum of two years work experience
6. Written essay "How their previous experiences will contribute to teaching?"
7. Personal interview
8. Each candidate will enter into a signed contract for two teaching years.

Breach of contract will result in candidate's repayment to the state for program expenses.

The superintendents, with input from teacher representatives, will identify mentors during Phase I. Mentors must also meet the following state-wide criteria:

1. Certified teacher
2. Three to Five years of teaching experience

3. Demonstration of effective teaching ability
4. Documented commitment to the ACED program

Once districts have recruited candidates and mentors, this information will be forwarded to DPI. The DPI coordinator will then establish cohorts based on the desired certification level and geographic location. Each cohort will then complete each remaining phase of ACED.

The Induction: Induction will be an intensive educational component stressing pedagogy. These educational sessions for candidates and mentors will be conducted at the colleges or universities contracted by DPI. These institutions of higher education will be given an outline of each courses' subject matter which will have been determined by the DPI coordinator and the advisory board.

The teacher candidates will take four three credit masters level courses in eight week blocks offered during the months of May through August. These courses will be financed by DPI and will include the following:

1) Stages of Child Psychological and Cognitive Development
2) Curriculum Design and Methods of Instructional Delivery
3) Classroom Organization and Management
4) Evaluation and Supervision of Student Learning

At the completion of this series of classes the candidate will earn 12 graduate level college credits.

Concurrently, two four week education sessions will be offered for the mentors of these teacher candidates. These education sessions will be 1) Values Clarification and 2) Supervision Techniques. Mentors will then participate in a one day workshop session titled "Motivation Techniques". Mentors will earn at the completion of this cycle 3 graduate level college credits.

The rationale for offering intensive educational sessions for both teacher candidates and mentors is to maintain high standards, create richer learning opportunities, increase the quality of mentoring, and reward those who have chosen to participate in ACED. Smith (1991) reports that those teachers gradually inducted into the teaching process stay in teaching and succeed better than those who begin teaching immediately without any preparation. Introducing the mentors to the responsibilities and time commitment of the role will contribute to better standards and daily supervision. Smith (1991) found that mentors not receiving any formal induction did not recognize the demands made on human resources. This contributed to 67 percent of the alternate route teachers not receiving daily supervision or mentor interaction.

The Mentoring/Development Phase will be conducted over one school year. The candidates now officially are recognized as teachers hired by the district and receive a full teacher salary. These candidates have full classroom teaching responsibility. The ACED teachers throughout this phase will compile a portfolio demonstrating the development of their teaching competency. The ACED teachers will be expected to meet daily with their mentors. Four developmental workshops will be conducted for the cohorts

through out the academic year. These workshops will address such topics as: Teaching/Learning Styles, Cooperative Learning, Technology in the Classroom, and Fostering Thinking Skills.

The mentor will meet daily with the ACED teacher to discuss key instructional elements during Phase III. The mentor will serve as a resource individual and role model. Mentors will be paid a monthly stipend totaling $1000 by the ACED teacher. Mentors will have one cohort meeting during this phase to review the effectiveness of their supervisory and mentoring techniques.

It is the intention of these structured meetings to monitor the effectiveness of the program and to maintain consistent standards state-wide. Programs which establish a network of professional colleagues with open communication, a shared vision, and motivation present a positive model to all participants (Herman & Herman, 1990)

The Certification Phase will involve the site principals' evaluation of the candidates' portfolios, of district level evaluative reports, and mentor evaluative reports. The candidates' vita along with the principals' recommendation, proceeds forward for consideration by the superintendent and the school board. Based on the school board's recommendation, the DPI Coordinator of Alternative Certification will officially certify the individual. As a certified teacher in Delaware each newly certified teacher must then adhere to the re-certification criteria for teachers.

The ACED program has been designed to attract quality individuals to the teaching profession in Delaware. The program has been designed to provide college educated individuals with a

focused, applicable preparation to enter teaching. ACED has been designed to be an interrelated task between school districts, universities and educators so that links can be made between knowledge bases and teaching practice. By the year 2000, Delaware will be experiencing the retirement of more teachers than our traditional certifying methods can prepare annually (Ladd, 1994). Alternative Certification for Educators in Delaware will provide an avenue to meet Delaware's critical needs while strengthening and diversifying the teaching profession.

Chapter 5: Implications for Organizational and Human Resources Development

The implications alternative certification has for organizational development (OD), and human resource development (HRD) are a vision of "what should be". To achieve this vision, one must review beliefs, scan internal and external components, and critical success factors. All OD and HRD activities of any school district will be impacted by both external and/or internal political, instructional, legal, technological and attitudinal trends.

Alternative certification is just one part of the instructional trend and will influence future teacher quality. The initial step of developing an alternative certification program is to conduct a needs assessment. The needs assessment will determine the difference between "what is" and "what should be" or "what could be". Alternative certification fulfills a human resource need that is intertwined with the organizational needs. As part of the proposed Delaware program, a candidate would first meet pre-hire criteria. Passing of basic and subject area competency tests and recruitment by a school district will provide the candidate with a sense of security and acceptance, thereby fulfilling HRD Phase One needs. The summer training program and mentoring program meet the requirements of HRD Phase 2.

When reviewing a systems holistic approach to strategic and operational planning for HRD and OD, certain factors become apparent. These factors are the macro (OD) and micro (HRD) components which include "beliefs, an external scan, an internal scan, and critical success factors" (Herman & Herman, 1991, p. 52). For a

successful alternative certification program, these components translate into requirements to meet critical needs (beliefs) to maintain high standards and to draw top quality and diverse individuals. If these beliefs are allowed to be watered down, the ACED program will lose validity. An external scan shows potential interference from the political arena, the community, the government, teacher associations, and institutions of higher learning. The ACED advisory board is recommended to avoid such potential problems. An internal scan indicates that the attitudes of the traditional teachers, building principals, and other staff members are vital concerns, for if they are not accepting of the candidates, a major HRD problem is created. Critical success factors include the hiring of a capable program coordinator, effective recruitment procedures, acceptable program expenditures, strong mentoring system. For example, several state alternative certification programs neglected to recognize a mentoring program as a critical success factor and subsequently failed. In addition, a comprehensive evaluation procedure should insure that the strategic planning becomes an ongoing process.

The vision of an effective alternative certification program would include the following strategic goals and objectives:

Goal 1: To create a flexible route for individuals to pursue careers in education.

Objective 1: To set in place an intensive education program.

Objective 2: To set in place a mentoring program.

Goal 2: To provide a high quality, well-networked program for alternative certification.

Objective 1: To hire a "Coordinator of Alternative Certification".

Objective 2: To put in place an advisory board of all directly concerned parties.

Goal 3: To alternatively certify highly qualified teachers to fill areas of critical teacher needs.

Objective 1: To establish a recruitment program that will lead highly qualified individuals to a teaching career.

Objective 2: To maintain high standards of evaluation throughout the program.

A strength of such a program is that teacher shortages in critical areas can be avoided. Additionally, a well networked and supervised program will support and retain high quality teachers. A potential weakness is a possible conflict of interest on the part of the site principal. In an effort to quickly hire a needed teacher, high standards may be overlooked. Success of this program relies heavily on human responsibility and dependability. Other state programs have failed due to ineffective mentors and/or coordinators.

Education is a people business. Every issue, decision and problem dealt with in schools is basically a human relations situation. The degree of achievement can often be traced to the ability of people who identify common purposes and work productively together (Guild and Garger, 1985). Goodlad found a "chronic prestige deprivation" (Wise, 1991, p.7) among teachers. He felt that without profession-based quality control, well-meaning legislators could reduce the quality of teachers by implementing "alternative certification laws" that would not promote professionalism. Teachers

need to be well educated and carefully licensed. An organization cannot grow or develop unless the human resources within the organization also experience growth. Alternative certification should be looked at as a way to experience growth and an increase in professionalism. At the "Immaturity Stage," as defined by Herman and Herman (1991), the ACED program must constantly clarify the mission, determine an efficient decision-making process and measure organizational health. Future stages to be developed include refining the networking system, supervised by the program coordinator, to gather data from all involved districts. Eventually, renewal activities must take place to keep pace with changing societal trends and needs.

Two important trends that alternative certification holds for the future are: changes in the racial, cultural or socio-economic mix of teachers and changes in the type and attitude of teachers. Alternative teacher certification in the future must follow the HRD and OD Systems Holistic Model (detailed above) where changes in the school or district goal and mission impact the teaching staff directly. The future of alternative and traditional training of teachers will be dominated by empowerment and leadership. There will be changes in strategic planning to deal with the continuing shortage of teachers and administrators. School systems must prepare now to address the new trends. There will be a need for massive skills retraining that traditional certification routes cannot handle alone.

References

Association of Teacher Educators, Reston, VA. (1989). Alternatives, yes. Lower standards, no! Minimum standards for alternative certification programs. (ERIC Document Reproduction Service No. ED 316 514).

Attinasi, J. (1992). Development of a preservice curriculum for urban teaching: The case of northwest Indiana's UTEP. Paper presented at the Annual Meeting of the American Association of Colleges of Teacher Education, San Antonio, TX.

Buechler, (1992). Alternative teacher certification. Policy Briefs No. 17. (ERIC Document Reproduction Service No. ED 349 311).

Colbert, J. & Wolff, D. (1992). Surviving in urban schools: A collaborative model for a beginning teacher support system. Journal of Teacher Education, 43, 193-199.

Cornett, L. (1990, Spring). Alternative certification: State policies in SREB states. Peabody Journal of Education,67, 55-83.

Darling-Hammond, L. (1990). Teaching and knowledge: Policy issues posed by alternate certification for teachers. Peabody Journal of Education, 67, 123-154.

Delaware State Board of Education (1992, October 8). New directions for education in Delaware: An overview.

Dill, V. & Stafford, D. (1992, September). The alternate route: Texas finds success. Educational Leadership, 50, 73-74.

Fenstermacher, G. (1992). The place of alternative certification in the education of teachers. Peabody Journal of Education, 67, 155-185.

Franke, D. (1991, November). The alternate route: Testimonial from a Texas teacher. Educational Leadership, 49, 34-35.

Grossman. P. (1989, Winter). Learning to teach without teacher education. Teachers College Record, 91, 191-208.

Guild, P. & Garger, S. (1991). Marching to a different drummer. USA: Jarboe.

Hawk, P. (1989, October). Teacher preparation: A comparison of traditional and alternative programs. Journal of Teacher Education, 40, 53-58.

Hawley, W. (1990, Spring). The theory and practice of alternative certification: Implications for the improvement of teaching. Peabody Journal of Education, 67, 3-34.

James, T. (1991, August 5). State approved alternative certification: Are these programs changing the face of teacher preparation? Paper presented at the Summer Workshop of the Association of Teacher Educators.

Kennedy, M. (1991). Some surprising findings on how teachers learn to teach. Educational Leadership, 49, 14-17.

Ladd, M. (1994, November 15). (interview with Nancy Rubino).

Marchant, G. (1990, February). Alternative certification and the knowledge base for teachers. Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education, Chicago, IL.

McDiarmid, G. & Wilson, S. (1991). An exploration of the subject matter knowledge of alternative route teachers: Can we assume they know their subject? Journal of Teacher Education, 42, 93-103.

National Education Association. (1990, July). Ensuring high standards in nontraditional routes to licensure. (ERIC Document Reproduction Service No. ED 324 311).

Oliver, B. & McKibbin, M. (1985). Teacher trainees: Alternative credentialing if California. Journal of Teacher Education, 36, 20-23.

Otuya, E. (1992). Alternative teacher certification--an update. Washington DC: Eric Clearinghouse on Teacher Education.

Parker, F. (1992, January). U.S. teacher education trends, 1990-1992. Viewpoints. (ERIC Document Reproduction Service No. ED 340 711).

Shulman, J. (1989). Blue freeways: Traveling the alternate route with big-city teacher trainees. Journal of Teacher Education, 40, 2-8.

Sindelar, P. & Marks, L. (1993). Alternative route training: Implications for elementary education and special education. Teacher Education and Special Education, 16, 146-154.

Smith, J. (1991). The alternate route: Flaws in the New Jersey plan. Educational Leadership, 49, 32-36.

Taylor, T. (1994). Troops to teachers: Guidelines for teacher educators. Washington DC: American Association of Colleges for Teacher Education.

Wise, A. (1991). We need more than a redesign. Educational Leadership, 49, 7.